# **Written Expression Instruction**

Teaching the WHAT and HOW for any Genre

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# Variety of Genre

■ List genre.

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# **Brainstorming**

#### ■ Think

- Students record ideas.
- Teacher monitors and writes ideas and names on transparency.

#### ■ Pair

- Students share ideas with partners.
- Teacher monitors and writes ideas and names on transparency.

#### ■ Share

Teacher shares ideas with class using transparency.

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- Teach a limited number of genre.
- Have students write many products.
- Scaffold instruction.

 M
 T
 W
 T
 F

 I do it.
 We do it.
 We do it.
 We do it.
 We do it.

 M
 T
 W
 T
 F

 You do it.
 You do it.
 You do it.
 You do it.

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# **BIG IDEAS**

- Consider motivation.
  - **Success** (perceived probability of success)
  - Interest (interest in the topic)
  - **Choice** (narrow choice when possible)

# **BIG IDEAS**

#### **■ WHAT**

- Critical attributes
- Rubric
- Illustrate with an example

#### ■ HOW

- Writing Process

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## **WHAT**

- Ask yourself, what are the CRITICAL ATTRIBUTES of a well-written product.
- Six Traits
  - Ideas
  - Organization
  - Word Choice
  - Voice
  - Sentence Fluency
  - Conventions



- Represent in a simple, easy to understand **RUBRIC**. (See example rubrics.)
- Consider introducing only a portion of the rubric initially. Focus on ideas, organization, and conventions.
- Provide an **EXAMPLE** to illustrate the critical attributes.

## **WHAT**

#### Example # 1

descriptive paragraph rubric and example



- Writing process (Examples 4 and 5)
  - Plan
  - Draft
  - Revise
  - Edit
  - Publish

# **HOW - PLAN**

#### **Prepare**

T = Topic

A = Audience

P = Purpose

#### **Prepare**

**Think** 

**Brainstorm** 

Research

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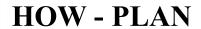
- Organize
- Support for organization of product
  - Writing frames
  - Strategies
  - Think Sheets

## **HOW - PLAN**

### **Organize**

#### **Writing frames**

- Use with beginning writers. (Example 5)
- Use as an accommodation for emerging writers. (Example 6)
- Use to support specialized writing. Example 7)
- Use to support summarization. (Example 8 and 9)



# Organize Strategy for Paragraph Writing

- List
- Cross-out
- Connect
- Number ( Write)

REWARDS PLUS (Sopris West)

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## **HOW - PLAN**

- Example # 10 and 11
  - Think sheet for organizing compare/contrast
  - Example paragraph

## **How - PLAN**

#### Organize

#### Examples

- Example # 12
  - Think sheet for short story
- Example # 13
  - Think sheet for personal experience
  - Example personal experience

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## **How - Draft**

- Transcribe ideas and transcribe into:
  - Complete sentences that vary in length and complexity,
  - Well organized paragraphs with topic sentences and supportive details and facts, and
  - Longer written products with coherent beginnings and endings.
- Model transcribing.
- Guide students in the process.



- Revise to improve writing based on rubric and/or the traits that have been emphasized.
  - Ideas
  - Organization
  - Word Choice
  - Sentence Fluency
  - Voice
- Model the process of revising.
- Guide students in revising.

## **How - EDIT**

- Edit writing for conventions including
  - Spelling
  - Capitalization
  - Puntuation
  - grammar

# **How - PUBLISH**

- Publish a legible document.
- For selected products,
  - Have students copy edited product.
  - Stress the need for legible handwriting so that others can read the product.
- Celebrate Celebrate

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